Revolting Recipes

- Figley’s New Favorite Food
- Lesson Plan 1
Introduction:
In *Figley’s New Favorite Food*, Figley tries several recipes. In this lesson, students will create their own visual version of a recipe made of Mutasian ingredients. They will then write the recipe, with the option to film it as well.

Total Time:
1. Day 1: 75 minutes
2. Day 2: 45 minutes

Social/Emotional Concept:
Communication

Academic Standard:
Write informative/explanatory texts to examine a topic and convey ideas and information clearly (W 3.2); Produce writing in which the development and organization are appropriate to task and purpose (W 3.4)

Teaching the Standard:
1. Gather students at the rug or other meeting area, seated beside a partner. A student can pass out the materials to the students’ desks; each pair will need the Revolting Recipes Rubric, the Mutasian Ingredients sheet, scissors and glue or tape, notebook paper or a laptop/tablet, and a large sheet of construction paper or typing paper. To kick off the lesson, first ask students to pay attention to the ingredients they see as you do a picture walk of *Figley’s New Favorite Food*, starting on page 4 (“Zabetta and Chadwick lived deep….”). Tell them to watch silently as you turn the pages, but to point on each page to an ingredient they think is especially interesting or disgusting, then point to their own head, as a physical way of mentally storing the image for the recipe they will later create. When you’re done, have students do a “think-pair-share” where they talk to a partner sitting next to them about a couple of the ingredients they noticed. Model this process first with an ingredient from one of the pages, pointing out the way you’re using descriptive language. For example, on page 4 you might say, “I saw the long squiggly pinkish orange tentacles with liquid dripping from them.” After students talk with a partner, read the book aloud. 15 minutes
2. Tell students today they will be working in pairs to write a recipe that teaches the reader how to make a kind of food. Share the cookbooks you have brought, and point out that each recipe includes two parts: a list of ingredients that includes their quantity, and the steps for what to do to turn those ingredients into a dish. This is a great time for a math connection by pointing out the units and fractions involved in ingredients like “2 ½ cups of milk.” You can share online recipes as well using a laptop, iPhone, or other device. Ask students to share dishes their family members cook and whether they have ever helped cook. Next, point out briefly that recipes are just one kind of “how-to” writing and there are plenty more; share examples like the instructions for hooking up a video game system or using a FLIP camera. 5 minutes

**Practice the Process:**

1. Model what students will do in their pairs: create a visual recipe, then write the recipe, with the option of filming themselves making the dish. Put up the blackline master of Mutasian ingredients on a document camera. Fold a piece of typing or construction paper in half and label the left side “ingredients” and the right side “dish.” Do a “think aloud” as you choose 3 to 5 of the ingredients. Encourage students to make up their own ingredient as well from their imagination, i.e. by blending an elephant and an octopus to come up with a trunkacle (a trunk-tentacle) that looks like an elephant trunk with suckers on it. Kids can cut out the ingredients they want to use, while drawing and labeling the ingredient they invent. They can then glue or tape them on the left side of the paper. Next, model a think-aloud as you close your eyes and visualize the kind of dish you want to make with those ingredients—trunkacle sushi, stew, salad, and so on. Draw a diagram of the dish on the right side of the paper, labeling at least three parts of the dish. 5 minutes

   **Teacher’s note:** With younger students, you may want to go have them do this part with a partner now, then come back to the rug or other gathering area for the next instructions. With older students, you can go on to model the next steps before setting them loose.

2. Show students the Revolting Recipes Rubric, then model writing a recipe, having students suggest what you can write—first the ingredients and quantities, then the text that explains what the reader of the recipe should do. With older students, you might make reference to the fact that recipes and other “how-top's are written in 2nd person, addressing “You,” while 1st-person writing says, “I” and 3rd-person says “He/She.” When you’re done writing the recipe with their input, read it aloud while students following along with the actions; this kind of Total Physical Response is a great way to reinforce the verbs in the recipe. Remind them of the purpose of the recipe—they should communicate so clearly that a child in another class could make the recipe if they had the ingredients and tools. 10 minutes
1. Now it's time for the students to create the recipes, working in pairs—first choosing the ingredients and the final dish, then writing the text of the recipe. Remind them about important things to do when working together, like taking turns cutting out each ingredient and being flexible if their partner doesn't like the first idea they come up with for a dish. You may want to present an anchor chart of “Great Things To Say When We Work Together,” with lines like, “That's a great idea!” and “I think we should ___ because ____.” I would have both students write their own recipe, though they can share materials for the visual of the ingredients and final dish. Circle around while students work, choosing a couple of pairs who can share during “Author's Chair”—for this lesson, you may want to call it “Chef's Chair”—when they finish. After a pair is done, have them play “Robot,” where one child reads the recipe aloud and the other does exactly what they say, to make sure they have included all the important steps. Then have them look at the rubric to see what score they would give their recipe. For students who finish early, they can color their drawing of the dish, then draw a picture of themselves enjoying the dish with their favorite characters from Mutasia. 30 minutes

2. Bring students back to the rug; pairs who are going to share should bring both the written recipe and the visual sheet with the ingredients and the diagram of the finished dish. (Optional: Before this step, you can have each pair team up with another pair and take turns sharing their recipe, so that all have a chance to share.) Put up the visual and recipe on the document camera or tape it where students can see. Then, as the pair takes turns the directions, the students should be the “Robot,” acting out whatever the students tell them to do. After each pair shares their recipe, put up the rubric and ask students to show with their fingers what score they would give the recipe, then ask a couple of students to explain why they would give that score. 10 minutes

3. Optional: You might also have students film themselves making the recipe with iPads, iPhones, or FLIP cameras. One way to do this is to have one child read the recipe while the other child acts out how to make it, using the objects you brought in (bowl, spoon, whisk, and so on), with “invisible” objects for the ones you don’t have. They can also use construction paper to create their own versions of the ingredients pictured in the black line master of Mutasian Ingredients.

4. Independent work: You can have students do the exact same sequence the following day, but this time they will create the recipe independently rather than working with a partner. Remind them of the process they did today and revisit the rubric (5 minutes) while a student distributes materials, let them complete the recipe (30 minutes), and have two or three students share at Author's Chair/Chef's Chair, having the other students rate each recipe on the rubric (10 minutes).
Assessment:
Pay attention as you circle to the sequence words students use (i.e. “First,” “Next,” “After that,” etc.) Pay attention also to whether they have left out key steps—playing the “Robot” game with you as the robot can call their attention to steps they may have left out in a comical but effective way. For example, if they write “Mix the feathers and shrib” but don’t say what tool to use to mix it, you might mix it with your hand. Once the recipes are done, you can go through the recipes to identify “next-step” mini-lessons based on errors; for example, if students are having trouble with the spelling of plural nouns (i.e. writing “cup” instead of “cups,” you might do a lesson on regular nouns with an “s” along with irregular nouns like “mice” rather than “mouses.”) Finally, pay attention to examples of pairs working well together to point out and praise after the lesson, along with examples of problems that pairs had; you can brainstorm solutions to these problems (like disagreeing about which ingredients to use) with the group.

Teacher’s Note: Save the recipes the students create individually and in pairs, as well as the recipe you created as an example, for the next lesson in this sequence.

Celebrations of Achievement:
You may want to make a copy of the Kooky Cook certificate for each child to receive at the lesson’s conclusion.

Ancillary Items:
1. Black line master of 10-15 Mutasian food items
2. Revolting Recipes Rubric for students and teachers
3. Kooky Cook certificate

Supply List:
1. A copy of the book “Figley’s New Favorite Food”
2. Black line master of Mutasian Ingredients
3. Revolting Recipes Rubric
4. Several cookbooks and other examples of “how to” writing (like operating instructions for household appliances)
5. Common utensils used for cooking such as a bowl, a whisk, a spatula, and measuring cups and spoons.
6. You can also pull up recipes on a computer or smart phone. If you choose to integrate technology with the lesson, options include laptops, iPads, and FLIP cameras.
Mutasian Food Ingredients

claw  shrib  rhineapple  weeping onion

pepperonipillar  hair berries  bumble bread

fish tail  tentacles  beetle berries  lumpy root

swamp sauce  worms  mingo’s cheese  bugs
### Student Rubric:

<table>
<thead>
<tr>
<th></th>
<th>2 (Tastes OK)</th>
<th>3 (Yum!)</th>
<th>4 (Amazingly Delicious)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingredients</td>
<td>Has 4 or fewer ingredients with some quantities listed</td>
<td>Has 5 ingredients with most quantities listed</td>
<td>Has 5 ingredients with a quantity listed for each one</td>
</tr>
<tr>
<td>Steps</td>
<td>Lists some steps for how to make the recipe</td>
<td>Lists most steps for how to make the recipe</td>
<td>Clearly lists all the steps for how to make the recipe</td>
</tr>
<tr>
<td>Experience</td>
<td>A little confusing or boring</td>
<td>Makes sense</td>
<td>Fun and funny to read</td>
</tr>
</tbody>
</table>
### Teacher Rubric:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Partially Meets (2)</th>
<th>Meets (3)</th>
<th>Masters (4)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly (W 3.2)</td>
<td>Lists some steps</td>
<td>Lists most steps</td>
<td>Lists all steps</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Missing key steps or information, or steps are out of order</td>
<td>Most steps included and in logical order</td>
<td>All steps included and in logical order</td>
<td></td>
</tr>
<tr>
<td>Produce writing in which the development and organization are appropriate to task and purpose (W 3.4)</td>
<td>Has ingredients and steps</td>
<td>Has labeled ingredients and numbered steps</td>
<td>Title as well as labeled ingredients and numbered steps</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2-4 ingredients, not always paired with quantity/unit</td>
<td>5 ingredients with most quantities/units listed</td>
<td>5 ingredients with all quantities/units listed</td>
<td></td>
</tr>
</tbody>
</table>
Kooky Cook Certificate

Pukini presents:

with this certificate because he/she is a Kooky Cook who writes really revolting recipes the reader can cook at home!

CERTIFIED AWESOME!