Cooking Up Memories

Developed by: Heather Adsit and Lisa Mattis, Copenhagen CSD

Standards/Curriculum Connections:
Computer Science and Digital Fluency Standards
4-6.IC.6
Identify and explain ways to improve the accessibility/usability of a computing device/software application for the diverse needs and wants of users.
(Students can choose the method of presentation that works best for them to share their personal cooking experience)
4-6.CY.2
Describe common safeguards for protecting personal information.
(Discuss why it is important to share with trusted friends/adults or trusted sites only)
4-6.CY.3
Describe trade-offs between allowing information to be public and keeping information private and secure.
(Why sharing things publicly can be dangerous or beneficial depending on content such as who and what is in the video)
4-6.CT.10
Describe the steps taken and choices made to design and develop a solution using an iterative design process.
(How to double recipes and change or convert measurements)
4-6.DL.1
Type on a keyboard while demonstrating proper keyboarding technique.
4-6.DL.2
Select appropriate digital tools to communicate and collaborate while learning with others.
(Choosing what format they would like to use to present such as video or slides)
4-6.DL.4
Use a variety of digital tools and resources to create and revise digital artifacts.
English Language Arts Standards:
L.4.6
Demonstrate understanding of academic and domain-specific words.
W.4.3
Organize events and details to prepare for longer food writing.
W.4.3b
Write a two-paragraph narrative.
SL.4.4
Follow assigned roles in discussion activities.

This material was developed with support from NYSED Smart Start and through collaboration between Clarkson University and St. Lawrence Lewis BOCES

Lesson Procedure:

Total Time: Dependent on Activities Assigned

(These activities are based on the 4th Grade Core Knowledge Language Arts program.)

Pre-class activity (5-10 minutes): Students should be able to define a personal narrative and explain the parts of a narrative including; introductions, plot, character, setting, and conflict.

Task 1 (35 minutes total): Whole-Class Discussion Introductory Activity (Digging into a personal narrative to examine the components): Read the story "How to Eat a Guava" while answering the following questions :

- What happens in the first paragraph?
- Is the guava at the Shop & Save the first guava the narrator has ever seen? How do you know?
- Based on what she says, do you think the narrator is experienced at eating guavas? Why?
- What happens in the fourth paragraph?
- Is a rainy year a good year for guavas? How do you know?
- Does the author like eating green guavas?
- What other words does the author use to describe eating a green guava? Is it surprising that she likes eating it?
- Where does this paragraph take place?
- Does it take place in the past, present, or future?

Task 2 (35 minutes total): Speaking and listening (Creating an oral personal narrative focusing on components and sequence/structure)

- Students present a food memory to a partner. Allow students time to brainstorm a memorable food experience including: sensory details, order of events, people/characters, setting, etc…
- The students will create an outline to reference as they share this experience with a partner.
- Students will share their food memories with a partner.
- Students will be asked to bring a "favorite recipe" from home to create a virtual cookbook to share with their families.

Day 2 Task 3 (20 minutes total): Planning and creating a personal narrative

- Students will look at the recipe they bring from home and sequence the events in a student- friendly way to assist in the creation of a video of them making the food. *To save time, the teacher could choose two "kid friendly" recipes for the students to choose from to create the video.
- Students create the video of making the food while taking notes including the sensory details they notice.

This material was developed with support from NYSED Smart Start and through collaboration between Clarkson University and St. Lawrence Lewis BOCES

Task 4 (25 minutes): Editing and Writing a personal narrative

- Students will work together to create their full video of making their recipe. *Students could work independently to create a video instead of with partners if the teacher chooses.
- Students will write a personal narrative about their experience creating the recipe with a friend (or in class), being sure to add sensory details from the notes that they took while making the recipe.

Task 5 (Individual Activity): Revising and Adding Dialogue

- Students use their full video to revise their writing by adding dialogue and other details that they may have missed in their draft writing.

- **Assessment:** Students each will compose a personal narrative about the memory/activity of creating a food with a partner.

Task 6- Creating the "Class Cookbook" and sharing their videos.

- Students will collaborate to create a class cookbook with all of the recipes they brought from home that they can then take home and share with their families. The cookbook will be created in Google Slides and will include images of the food they create.

Optional Lesson Extensions:

- Students will design their identity representations in order of importance (aps/entres/etc)
- Students will create a cover for their cookbook

Materials:

- Student devices
- Student workbooks
- Recipe from home
- Personal Narratives L 4-6 (Cooking)

External References:

- Brainpop video defining personal narratives

Assessment:

- Students answer comprehension questions relating to a personal narrative and its structure
- Students will write a personal narrative including all of the components covered in the lesson.

Objectives:

- Students will identify the components of a personal narrative.
- Students will create an outline that sequences the events for making a recipe.
- Students will create a video showing the steps in making a recipe.
- Students will write a personal narrative about a memorable

This material was developed with support from NYSED Smart Start and through collaboration between Clarkson University and St. Lawrence Lewis BOCES

	experience making a favorite recipe.

This material was developed with support from NYSED Smart Start and through collaboration between Clarkson University and St. Lawrence Lewis BOCES