

Cooking with the Family: An Integrated Thematic Unit

Unit Level: Early Elementary

Group Members:

Patty Sheppard

Lourdes Zamora

Angelica Orozco

The topic for our unit plan is “Cooking With the Family.” Our thematic unit is literature-based, and incorporates the four subject areas of language arts, math, science, and social studies. Each member of the group was responsible for one content area. We chose the topic, “Cooking With the Family,” to capitalize on the rich background experiences children have at home. ESL students vary greatly in proficiency level and academic needs, as noted in the educational publication, *ESL Standards for Pre/ K - 12 Students* (TESOL, 1998), but most children can relate experiences of cooking with family. Activating prior knowledge is an important component of ESL instruction. Cooking is a communal experience, and Mexican-American families impart information and share family traditions while working together in the kitchen.

This unit is designed for primary students, with an emphasis on interaction and student participation so that children can construct their own understanding of concepts. Differentiated instruction in each lesson ensures that children have the opportunity to learn at their own level. Each lesson includes a variety of instructional strategies, e.g., songs, chants, graphic organizers, hands-on activities, as a means to teach each child in the modality in which she/he learns best. The inclusion of multiple intelligences in instruction creates a positive environment that supports students’ learning through their strongest modality. The assessment that is imbedded in each lesson is designed to monitor student progress and to help direct instructional planning in order to best meet the academic needs of students.

Language acquisition is not the mastery of an abstract set of skills, but a long-term process that occurs through meaningful use and interaction. Content-based language instruction integrates language and content instruction in the second language classroom. This instructional approach provides multiple opportunities for students to achieve academically in all content areas while acquiring language.

Parents are the first and most important teachers in their children’s education. At home, parents can create opportunities that assist their children in developing their writing, reading, and mathematical skills. The inclusion of parents in the classroom highlights the power of parental involvement in the educational process. “Cooking With the Family” supports the idea of sharing learning experiences between parents and children that strengthen their ties and develop better communication skills. Parental involvement sends the important message to the students that education is valued, and helps strengthen the vital home- school connection.

Social Studies:

- Introductory Lesson to the Unit

- Family Comparisons

Mathematics:

- Oops! Someone went shopping for tortillas!
- Tamale Rojo vs. Tamale Dulce

Language Arts:

- The Day it Snowed Tortillas
- A Character from, The Day it Snowed Tortillas

Science:

- Healthy vs. Non-Healthy Food
- Sensing a Tamale

Unit: COOKING WITH THE FAMILY - Lesson #1 of 7

Lesson: COOKING WITH THE FAMILY

Social Studies

By Patty Sheppard

Introduction

This lesson is designed to introduce a thematic unit: Cooking with the Family. Parents will visit the classroom and work with small groups as the students prepare tortillas.

Outcomes

1. The students will participate in cooking tortillas
2. The students will describe the procedures involved with cooking tortillas.
3. The students will demonstrate knowledge by drawing a picture of the cooking experience and dictating the story.

Standard

- Social Studies Standard 2 -- Government and Citizenship
- Students understand the relationships of citizens and governing institutions
- Assuming responsibility to promote the classroom as a learning community

Resources And Materials

- “Tortillas for Mama” and cooking utensils
- List of ingredients
- Crayons and rebus recipe cards

Process

- Talk about cooking with mom. What have you cooked? What were some of the steps involved in the cooking process?
- Read “Tortillas for Mama” to the class.
- Introduce the procedure for making tortillas. Read the rebus recipe cards with the whole class
- Divide class into groups. Assign groups to parent volunteers. Each group will make tortillas with a parent, following the steps outlined on the rebus picture recipe cards.
- Enjoy the tortillas!

Assessment

Review with class the ingredients and procedure for cooking tortillas. Have students sequence the recipe cards as a class. Children will draw a picture to depict the process of cooking tortillas and dictate a language experience story to teacher or parent volunteer.

Extensions / Modifications

- Children prepare tortillas for class fiesta
- Children independently write or label pictures about cooking.
- Children model cooking steps.

Multiple Intelligences:

- Logical/ Mathematical
- Artistic
- Spatial
- Verbal/Linguistic
- Intrapersonal
- Interpersonal

Unit: Cooking With The Family

Lesson #2 of 7

Oops, Someone Went Shopping for Tortillas!

Mathematics

By Lourdes Zamora

Introduction

In this lesson, students will learn the concept behind probability. Students will learn that when dealing with probability games such as loteria, rueda de la fortuna, or bingo, the outcomes can be different each time they draw a card or spin a wheel.

Outcomes

1. Upon completion of this lesson, the students, as a class, will have the opportunity to participate in a probability game. They will keep track of a class tally, collect the data, and make a class graph.

Standard

- 2M-R2 Perform simple activities involving probability, collect the data and graph it.

Resources And Materials

- A copy of the book entitled, “Tortillas Para Mama.”
- Overhead projector
- Game spinner
- Sticky notes
- 3-5 individual chalkboards (slates)
- Markers
- Several packages of tortillas (different brands)

Process

1. Begin the lesson by reading, “Tortillas Para Mama.” After reading the story, create a small discussion about tortillas. Questions may consist of the following: "Why do you like/don't like tortillas? What's the best brand of tortillas in the stores? Are all tortillas the same? What can you make with tortillas?"
2. After you've engaged the students in this topic, present the following situation: “Many times, someone in the house can't make tortillas because she/he has other things to do. Because of that, someone may have to buy the tortillas at the store. But if everyone is busy, then someone needs to volunteer to go to the store. Right? What would happen if your Mom or Dad or Aunt, or Grandfather sent someone to the store to buy tortillas for the first time?” At this time, accept any possible answers!
3. Tell your class they will be playing a probability game to find out what kind of tortilla the family member will most likely bring home.
4. Show and explain the class the purpose for the spinner and slates. Demonstrate the process of spinning the wheel and make a tally mark on the appropriate slate. It would be wise to do some practice trials before starting. Once your kindergartners understand the process, begin the spinning. Ask them what they think the arrow will face each time. Have 3-5 class members keep track of the tally for you. When the spinning is over, direct students to the tally charts. Have them count each tally mark. Perhaps you can have them count by 2's! Ask your students, "Which tortilla has the most tallies? Least? Why is that? Is it possible that someone will bring home the tortillas with the least number of tallies? Are you certain that someone will bring the tortillas with the most tallies?" Once that discussion is over, have students place their sticky notes on the bar graph to show the data collected.

Assessment

As part of their assessment, make observations of students' responses. The next day, have them do a similar activity with tamales! Read the book entitled, “Too Many Tamales,” before beginning the activity. Make sure you discuss the different types of tamales (e.g., tamales de

carne-meat, tamales de dulce-sweet, tamales de queso-cheese) and ways they are prepared. Grade their work according to the following rubric:

4	All work is complete and accurate
3	Work is complete with some minor errors
2	Part of the work is done with some errors
1	Student makes an attempt.

Extensions / Modifications

- For the older students, have students create a tally, label it themselves, and keep track of their own tally. Later, they can construct any type of graph (picture, bar, pie, line, etc.) with the data collected. As part of their assessment, have students make an oral presentation of their work, explaining their findings and the reason behind it.

Multiple Intelligences:

- Logical/ Mathematical
- Kinesthetic
- Spatial
- Verbal/Linguistic

Unit: Cooking With The Family

Lesson #3 of 7

Tamale Rojo Vs. Tamale Dulce

Mathematics
By Lourdes Zamora

Introduction

In this lesson, the students will learn the concept of comparison and contrast.

Outcomes

1. Students will classify tamales by comparing their shape, size, ingredients, taste, color, smell, and outside wrap.

Standard

- 6M-R1 Classify, sort, and make generalizations about objects by comparing size, shape, etc.

Resources And Materials

- Mimi tamales (sweet) dulces, mini tamales rojos (red). Enough for each student to have one of each. Make arrangements with parent volunteers to make these for you!
- Chart paper.

- Markers.

Process

1. As an anticipatory activity, read to your class the book entitled, "*Too Many Tamales.*"
2. Immediately after that, create a discussion about tamales. Ask questions like, "Who makes tamales in your house? When do you make/eat tamales? What kind of tamales do you like? What's inside the tamales?"
3. Right after the group discussion, ask students to sit at their seats. Have a parent volunteer or instructional aide give each child a red tamale. Students can eat their tamale, after the teacher asks questions to direct their thinking about the tamale's size, shape, color, taste, ingredients, smell, and its wrap. Once they are done eating, write students' responses on a chart paper labeled "Tamale Rojo."
4. Repeat the process with the other kind of tamale. Use a chart labeled "Tamale Dulce" to write students responses. As you are creating these charts, teach the concept of same and different. Model for your students several ways in which these tamales are the same and/or different.

Assessment

At the rug area, have students describe several ways in which the tamales they ate were same and different.

Extensions / Modifications

- Once the activity is over, create a class tally chart to determine their favorite tamale. For older students, right during the group discussion about tamales create a KWL chart. Also for upper grades, have students create a Venn Diagram that shows the comparison and contrast between the two kinds of tamales. As an additional compare/contrast activity, invite several parents to cook tortillas, fry bread, or pancakes in your own classroom! After eating, have students create their own Venn Diagrams.

Multiple Intelligences:

- Logical/ Mathematical
- Kinesthetic
- Visual
- Verbal/Linguistic
- Intrapersonal

Unit: Cooking With The Family

Lesson #4 of 7

THE DAY IT SNOWED TORTILLAS

LANGUAGE ARTS BY ANGELICA OROZCO

Introduction

As part of our unit, the students will be reading different tales from the book, "*The Day It Snowed Tortillas*." After reading "*The Day It Snowed Tortillas*," the students will identify the main idea, characters, setting, and put the story in sequence order.

Outcomes

1. Upon completion of this lesson, the students will put in sequential order the relevant events in the tale "*The Day It Snowed Tortillas*."

Standard

1. Language arts standards and performance objective (grades 1-3):
 - Identify facts and the main idea, sequence events, define and differentiate characters, and determine an author's purpose in a range of traditional and contemporary literature.

Resources And Materials

- Book: *The Day It Snowed Tortillas* by Joe Hayes
- Chart paper
- Long rectangular pieces of butcher paper
- Scrap paper
- Scissors
- Crayons
- Markers
- Glue
- An example of what is expected of the final project.

Preparation

Before this lesson have a good sample of a finished project. Show the sample to students when you are giving instructions. After instructions, ask students to create their own illustration.

Process

5. Give each student a copy of the book entitled, "*The Day it Snowed Tortillas*."
6. Sit in a circle in the reading area for easier monitoring of who's reading and who's not. The teacher will read aloud and students will follow along. As you read, ask questions for understanding and to clarify new vocabulary to limited English speakers. Some questions might be as follows: Who is the story about? Was he good at his work? Did he go to college? How do you know that? What does the word "clever" mean? What was the bag full of? What did the wife tell the husband to do with the gold? What would you do?
7. After we finish reading the story, the students will summarize the story and the teacher will write what the students say on the chart paper. When this is completed, the teacher will ask the students to review the summary and indicate verbally whether the summarized statements are significant events in the story.

8. Teacher will ask students if they like to play with puzzles. Motivate students by saying that they are going to be forming a puzzle with the story.
9. Instruct students that in order for them to form the puzzle correctly they will need to know what happened in the beginning, middle, and end of the story.
10. Form groups of four and go over rules when working in a cooperative group.
11. Students need to put the sentences that are listed on the chart in sequential order, leaving a 7 inches space between sentences so that latter they are able to illustrate their sentence.
12. After 25 minutes tell students that they have 5 more minutes to finish coloring their last illustration. When this time is up and students are cleaning, gather their "puzzles" and staple them on the wall for everyone to see.

Assessment

Observe students' participation while reading and then later while doing the project as a cooperative group. All students must be involved either by writing, drawing and/or coloring. All final projects should be 100% accurate, in the sequential order, and pictures should relate to their sentences. I will have a clipboard and check-off student participation.

Extensions / Modifications

- For lower grades...
 - Have students draw pictures in sequential order and/or have the sentences typed and cut and allow students to place them in sequential order.
 - Teacher reads story aloud and students only listen.
 - Act out story in a skit or puppet show instead of requiring any writing or illustration assignments.

Multiple Intelligences:

- Spatial
- Kinesthetic
- Visual
- Verbal/Linguistic
- Interpersonal

Unit: Cooking With The Family

Lesson #5 of 7

A Character from "The Day it Snowed Tortillas"

Language Arts
By Angelica Orozco

Introduction

In this lesson the students will write to one of the main characters from the story, "The Day It Snowed Tortillas" by Joe Hayes.

Outcomes

Students will organize and write a friendly letter using the correct format with 100% accuracy.

Standard

Language Arts Standards And Performance Objective: Foundations (Grades 1-3)
Write well-organized communications, such as friendly letters, memos and invitations for specific audience and with a clear purpose.

Resources And Materials

- “*The Day It Snowed Tortillas*” by Jan Hayes
- Writing paper
- Pencils
- Dictionaries
- Overhead projector
- Thesaurus
- Samples of letters
- Stationary paper.

Vocabulary

- Indentation, salutation, closing, greetings, stationary

Process

1. Engage student's attention.
2. Ask how many students like to receive letters or have received letters before. Did they like them? Tell them that today is a special day because they are going to learn the steps to writing a friendly letter. There are rules for making a good organized letter and they get to write to the character of their choice. Ask students how they felt after reading, “*The Day It Snowed Tortillas*.” Tell them that they are going to have the opportunity to write to a character in the story. Inform the students that after they get to practice writing this letter, they can write to their *nanas* and *tatas* and *tias* and uncles that don't live close by them.
3. Using the model of a letter, pin-point the five main parts of the letter: date, salutation, body, closing and signature. For example, teacher points to the **greeting** and students have to name that part. Teacher points to the body and students need to name it, etc.
4. As a class brainstorm ideas in the overhead of why we would like to send a letter to the woodcutter or the wife. As the class to decide on a character to write to.
5. Teacher begins writing a letter on the overhead using **incorrect** format and keeps writing until students notice. Ask the students to tell the teacher what is wrong with the format. Write the correct version with the assistance from the students. If a student knows a word in the letter is incorrect but can't spell the word correctly, they may look for it in the dictionary.
6. Read the letter and ask students if it sounds correct and if it looks nice. Tell students that sometimes letters look prettier on nice stationary and that they are going to decorate their individualized letters on stationary paper and show the students different kinds of stationary paper.
7. Now have the students write their individualized letters to a character in the story.

8. Teacher needs to walk around the room verifying that students are following the rules of the writing process.
9. When students are finished, collect them and put them in an envelope and tell them that you are going to mail them after school.

Assessment

Students need to have the five parts of the friendly letter.

Extensions / Modifications

- For lower grades...
 - Group may dictate a letter to teacher
 - Have a writing center with an instructional aide and the IA writes the letter for the students
 - Students trace the letter with a crayon
 - Have an interactive bulletin board where students need to label the parts of a friendly letter.

Multiple Intelligences:

- Spatial
- Verbal/Linguistic
- Interpersonal
- Intra-personal

Unit: Cooking With The Family
Lesson #6 of 7
HEALTHY VS. NON-HEALTHY FOOD
SCIENCE
BY ANGELICA OROZCO

Introduction

Students will differentiate between health and non-healthy food using newspaper advertisements and magazines.

Objective

Students will be able to differentiate between healthy and non-healthy foods with 75% accuracy

Standard

- Standard 3: Personal and social perspective in science and technology

Resources And Materials

- Newspaper
- Magazines
- Paper plates

- Scissors
- Glue
- Markers

Process

1. Ask students what are their favorite foods and why. Ask them to give examples of good food and "junk" food.
2. Form student groups of three
3. The challenge of the lesson is for each group to create a nutritious menu that they would actually eat
4. Give three paper plates to each group. Each plate should be marked to represent each meal of the day.
5. Using the food section, or the magazines, the groups are required to search for nutritious items with which to represent breakfast, lunch and dinner.
6. In order for ESL students to expand their vocabulary, have them label each food type in the appropriate "menu."
7. Post the grouped plates in a catchy bulleting board. Go over each menu, discussing the healthy and not-so-healthy foods.

Assessment

This lesson provides immediate feedback of their understanding of healthy and "junk" food.

Extensions / Modifications

- The class may start a scrapbook about healthy and not healthy foods and keep adding periodically to it.

Multiple Intelligences:

- Spatial
- Visual
- Kinesthetic
- Intrapersonal

Unit: Cooking With The Family

Lesson #7 of 7

Sensing a Tamale

Science

By Lourdes Zamora

Introduction

As part of our Five Senses Unit, the students will participate in a center-based lesson. By having the students become aware of their senses, students will determine physical properties of tamale.

Outcomes

1. Students will participate in a group discussion.
2. Students will use their senses to establish the physical properties of tamale.

Standard

Standard 5: Compare objects in terms of common physical properties.

Resources And Materials

- Tamale rojos
- Tamale dulces
- Tamale de queso
- Several copies of *“Too Many Tamales”* for the listening center (Sense of Hearing).
- Different color markers (red, green, and yellow).

Process

1. Set each center in anticipation. You might need several parent volunteers to help you monitor each center.
2. With your students at the rug area, create a discussion about the meaning of the words representing the five senses (hearing, sight, touch, smell, and taste). Then ask students to point to the appropriate body parts (ears, eyes, fingers, nose, and mouth) when saying the corresponding word. Form groups of 3 students.
3. Review rules for working at a learning center. Direct students to each of their corresponding centers. Begin the task! Hearing center: have students listen to the story, *“Too Many Tamales,”* and when done draw a picture of what happens in the story. Smell center: students smell each tamale and describe the smell in their own words. Taste center: students take a bite of each tamale and explain to the parent volunteer their observations, how each tamale tastes. Touch center: instruct children to express the 'feeling' after touching and examining the tamales with their fingers. Sight center: direct students to make observations, paying close attention to any observable property like shape, color, ingredients, etc.
4. After each group had an opportunity to visit each center, call students back at the rug area for discussion. On a chart paper labeled "Sensing a Tamale" write the words smell, taste, touch, and sight. Have students tell you their observations at each center and jot down their responses. Make sure you use the different color markers to distinguish sensory identification of the tamales.

Assessment

Observe the students' participation in discussion, as well as their ability to correctly name the properties of tamale.

Extensions / Modifications

- For upper grades, have students conduct a survey to determine the “Best Tamale” according to each of their attributes or properties. Younger children can tally their “Favorite Tamale.”

Multiple Intelligences

- Linguistic
- Visual
- Kinesthetic
- Interpersonal