

EAT TOGETHER

COOK-A-DOODLE-DOO! STORYTELLING

EAT BETTER



TARGET AUDIENCE	Kindergarten
ESTIMATED TIME	40 minutes
NUTRITION EDUCATION LEARNING OBJECTIVE	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> • Access prior knowledge and build background about cooking, • Orally use new words related to cooking, • Identify ways they could help prepare family meals at home.
CURRICULUM INTEGRATION	<ul style="list-style-type: none"> • Reading • Communication
EALR/GLE INTEGRATION	<p>Communication 1.1 Uses listening and observation skills and strategies to focus attention and interpret information.</p> <p>Reading 1.3 Build vocabulary through wide reading.</p> <p>2.1 Demonstrate evidence of reading comprehension.</p> <p>2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</p> <p>2.3.2 Sort objects by attributes.</p> <p>3.1 Read to learn new information.</p>
CLASSROOM SKILLS	<ul style="list-style-type: none"> • Listening and following directions. • Sequencing • Sorting
BASIC NUTRITION CONCEPTS	<ul style="list-style-type: none"> • Many tasks are part of the process of preparing family meals. • There are many types of cooking supplies that help us in the kitchen. • Recipes help us prepare new foods to try.
SUPPLIES ☑ Provided with lesson	<ul style="list-style-type: none"> • Book: Cook-A-Doodle-Doo! ☑ • Book: The Little Red Hen (optional) • Laminated picture cards ☑ • Picture Card Sequencing Guide ☑ • Pocket Chart • Paper and crayons or colored pencils
ACTIVITY TASKS	See reverse.
SOURCE	Carolyn A. Lee, MS, RD
SA SUBMITTED BY	Family Meals Work Group

Cook-A-Doodle-Doo! Storytelling (Kindergarten)

1. Distribute the 22 laminated picture cards to students in preparation for reading the story. (You may also use a fewer number of cards and distribute to pairs of students.) They should be seated on the carpet. Tell them that all the pictures will be part of the story you are going to read about cooking something special. Have students talk with a partner about what they think their picture is. Some will be obvious, others not. After students have had time to share with each other, tell them that they are to listen to the story carefully and when they see their picture come up in the story, to raise their card.
2. Introduce the book, “Cook-A-Doodle-Doo!” If students are familiar with the story “The Little Red Hen,” have that available as it is referenced in the book. Ask students how many of them have helped cook at home. Ask for a few examples of what foods have been prepared.
3. Begin reading the book. As the items in the pictures come up in the story, have students bring them forward and place in a pocket chart. Keep them in order of how the story is read. Refer to the Picture Card Sequencing Guide to confirm the order that pictures should be brought forward.
4. After completing the story, ask students which pictures were new to them. Have students help re-tell the story using the cards which have been placed in order. Talk about how the characters in the story worked together to prepare the shortcake. Encourage them to ask their families what things they can do in the kitchen to help prepare family meals. Before a meal reaches the table, many tasks need to be completed.
5. Dismiss students to their desks. Distribute paper and crayons or colored pencils. Ask students to draw a picture using at least one of the pictures from the story. They are to draw themselves using this item (or items) in their picture.
6. When pictures are completed, students may share their ideas with the class. Encourage them to take the picture home and talk with their family about it.

Extension Activities

1. Have students sort the picture cards into two groups—food items and kitchen equipment. How did they know where each belonged?
2. Using clues only, have students guess which picture card you are hiding in your hand. Reverse this game and have students give clues for other students to guess.
3. Give table groups several of the picture cards and have them make up a simple story using the pictures. Share with the class. You may also want to bring in some of the actual items such as an oven mitt, measuring cups or timer.